DOCUMENT RESUME

ED 054 501 CG 006 638

AUTHOR Bucklin, Robert W.; Bucklin, Mary L.

TITLE The Marginal College Freshman: A Survey and Proposed Student Personnel Services Model.

PUB DATE [71]

NOTE 34p.

EDRS PRICE MF-$0.65 HC-$3.29

DESCRIPTORS College Environment; *College Freshmen; *Developmental Programs; Dropouts; Educational Research; Family Background; *Models; Psychological Characteristics; *Skill Development; Statistical Analysis; *Student Personnel Services

ABSTRACT

The sample of 164 Marginal College Freshmen (MCF) who attended the 1968 Eastern Michigan University (EMU) Special Summer Session. Ninety-nine variables were analyzed utilizing the total sample of MCF and subgroups, persistors, and leavers. From these assumptions, hypotheses were developed. A model of a multidimensional developmental model is proposed that allows for individual differences and provides special programs to meet the needs of each group within the total sample as well as the needs of the total sample. Precollege planning allows for the anticipation of, and planning for, the needs of the potential MCF. Special programs are offered in the areas of Academic Skill Building, Social Skill Building, Situational Skill Building, and Services. (Author)

ED054501

THE MARGINAL COLLEGE FRESHMAN: A SURVEY AND PROPOSED STUDENT PERSONNEL SERVICES MODEL

Robert W. Bucklin Ph.D

Mary L. Bucklin M.A.

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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CG 006 638

RESEARCH LITERATURE REVIEW

In our largely middle class society with high schools geared for the most part to college preparation, parents strive for and expect their children to attend college.

In our society a college education is highly prized. As a consequence, those students who persist in college are looked upon and described in positive terms, while students who leave college before graduation are viewed negatively.

A composite description of the college persistor and leaver can be presented by applying the conclusions and criteria drawn from the research literature.

What characteristics differentiate college persistors and college leavers? What can the college do to change or meet the special needs of the potential leavers and therefore, increase their chance of persistance in college?

Research concerning the college persistor and leaver can be divided into three major catagories: Psychological Characteristics, Family and Cultural Background, and the College Environment.

Psychological Characteristics

In looking at the personality of the college persistor as compared with the leaver, research studies tend to indicate that the former has the ability to attack a problem and stick with it, has a strong drive for success, a sense of responsibility, is satisfied with college routine, is conscientious and systematic in his work habits, resembles his environment, and thinks independently and

objectively.

The leaver has a tendency not to stick to a given task, is less satisfied with college routine, is less sure of the role college will play in his future, is less able to distinguish between the important and the unimportant, and is less effective in scheduling and carrying out his daily activities. The leaver tends to be a careless test taker, often lacks the ability to adapt to the college environment, and lacks self discipline. He tends to be rigid, inflexable, opinionated, nonacademically oriented and distrustful of adult authority. He often has a preference for social activity rather than study.

The motives and interests of the college persistor are related to his success. Research studies specify that persistors generally have made a definite vocational choice, and come from families that are interested in and encourage them in their higher educational plans. The leaver has ill-defined goals, and is uncertain of his occupational and college major choice. Too, the family of the leaver is not supportive of his educational endeavors.

Students who persist in college generally score higher on the SAT-verbal, have a higher grade point index in high school, and finish in the upper ranks of their high school graduating class. Leavers usually are characterized as having tentative vocational goals and an intellectual capacity below that of the persistors. They have lower secondary school grades and significantly lower reading ability test scores.

The values of the leaver tend to be different from those of the persistor. The leaver tends to seek immediate practical payoff for his energies, whereas the persistor is less interested in the gratification of immediate needs.

Family and Cultural Background

Research suggests that the student's family and cultural background influence his adjustment to college. If his family and cultural background are considerably different from that of the environment of the college, academic difficulty can be predicted. Therefore it can be hypothesized from the research reviewed that family and cultural background are factors in dropping out of college.

A most important factor in both the decision to attend college and the motives to remain in college is parental influence. The students who succeed in college have parents who strongly encourage them. There is also a relationship between the values of the student's sub-culture, specifically those of his parents, and his success in college. Parents and cultures that have values relative to achievement, and that are similar to those of the college their offspring attends are more predictive of college success.

Occupation, income, and educational attainment of the family are also related to college persistance or leaving. Children from farm families and families of semi-skilled laborers tend not to attend college, and if they do, are over-represented by the leavers. Children of management personnel or professionals tend to attend college and persist.

Children from lower socio-economic backgrounds tend not to attend college, or if they do, are over represented by the leaver. There is also a positive correlation between a father's education and the college success of his offspring. As the father's education increases so does the chance that his offspring will have academic success.

Peers are also a factor in college attendance and persistance.

There is a positive relationship between academic success and social acceptance.

The size and location of the student's hometown is a factor in persistance in or leaving college, insofar as the quality and quantity of educational and cultural opportunities available in one's hometown resemble the requirement of the college that the student attends.

College Environment

A student chooses as friends other students who he resembles and tends not to form friendships with students who are too different from him. He is influenced by his friends. He seeks opportunities to compare his opinions and his abilities with those of others. This he can do with others who are similar to himself. When the difference between the student and others is not great, it is easier for him to make the changes that are necessary to become more like others. If the others with whom the student associates are significantly different from him then there is a tendency not to make a comparison, thus there is no pressure for conformity. This is the position of a college freshman.

The college orientation program offers an opportunity for the college staff to come to know the student through testing and personal contact. An opportunity is also provided to the student to evaluate and compare the college environment with where he is at that point in time. Research generally reports that students find the orientation programs helpful. However, when students who have taken part in such a program are compared with students who have not, no difference in grade point index or persistance in college is found.

Students who initially choose to live in residence halls are generally satisfied whereas those who live in residence halls because of parental or administrative edict are generally dissatisfied. However, as time passes both groups become increasingly more dissatisfied with residence hall living. The dissatisfaction is greatest among the male student.

Housing by college major has no effect on G.P.A. or persistance in college.

Housing by academic ability is positive only when those of high ability are housed together.

The social life of the non-academically oriented student falls into two catagories: the extroverted student who finds success in college through his social activity; and of more frequent incidence the introverted student who has few friends and does not take part in those extra-curricular activities which are a part of the college environment.

Grades are, with the obvious exception of low ability, the result of adjustment to the college environment. Research reports that the leaver did most often have failing grades, and when compared to the persistor, he generally had a lower over-all grade point index. However, dropping out of college is most often due to some underlying problem. Poor grades are most often the results of this underlying problem rather than the lack of academic ability.

Counseling in general and group counseling specifically offer opportunities for the student to think about and share his concerns with others who are experiencing the same or similar concerns. Group counseling particularly is found to have a positive effect on

the student. However, research indicates that neither the college persistor nor the leaver make extensive use of the college counseling center.

The academically motivated student whose parents offer encourgement is reported to make more use of college counseling services.

The research literature indicates that counseling either has no effect or results in some increase in college persistance and improved student grade point average.

RESEARCH REVIEW

The demand for an education beyond that of high school is increasing at an ever growing rate. Many colleges are now offering a second chance to the student who has not performed well in high school.

This investigation is a two-pronged attempt to identify; first the personal characteristics, value systems, aptitudes, study skills and attitudes toward study, and biographic and demographic variables that characterize the Marginal College Freshmen and then to compare this group of students with the average college freshmen; and second, to identify those characteristics that differentiate between the Marginal College Freshmen who persist and those who leave college before graduation. The purpose being to develop a theoretical model of a Student Personnel Services Program to specifically assist these students.

This investigation involved 164 Marginal College Freshmen who attended the 1968 Special Summer Session at Eastern Michigan University, Ypsilanti, Michigan. A Marginal College Freshman is one who is identified by the University Admissions Office and predicted to

have a grade point index during his first semester on campus between 1.60 and 1.79 based on a 4 point scale. The total sample consists of sixty-five males and ninety-nine females. Of the total sample 127 were persistors, that is, they enrolled for the spring semester of 1969 at Eastern Michigan University after completing the Special Summer Session and one full regular semester. Thirty-seven were leavers as of the completion of the full semester of 1968 (See Table 1).

TABLE 1

SPECIAL SUMMER SESSION STUDENTS: ACADEMIC STANDING AT THE COMPLETION OF THE FALL SEMESTER OF 1968 ON THE BASIS OF SEX

Sex	Persistors		Leavers	
	Number	Percent	Number	Percent
Male	53	42	12	32
Female	74	58	25	68
Total	127	100	37	100

Seven statistical computer analyses were used in this investigation. Six were traditional and one exploratory in nature. These analyses produce a descriptive model of the Marginal College Freshman which is compared to a model developed from a normative population.

Total Sample

The Marginal College Freshmen have high Abasement and Aggression and low Dominance scores as measured by the Edwards Personal Preference Schedule. They have below average study habits and inappropriate study attitudes as measured by the Survey of Study Habits and

Attitudes and low mean scores on the Scholastic Aptitude Test (See Table 2). These students achieve average scores on most of the sub-scales of the Study of Values when compared to the instruments normative population, however, the Social and Political sub-scale scores were slightly above average.

The occupational interest of the Marginal College Freshman were largely in the Professional, Technical, and Managerial areas while their tested college major interests were most often in Science and Mathematics, Architecture, and Business as measured by the Kuder Occupational Interest Survey form DD (See Tables 3 and 4). The occupational interests of the Marginal College Freshmen are similar to those of College Freshmen in general.

The Marginal College Freshmen were, on the average, 17 or 18 years of age and live with both parents. Both the student and his parents desired that he attend college. Most often, the Marginal College Freshman represented a family in which both parents possess a high school diploma and, in many cases, post high school education. However, in most cases the head of the household, the father, was engaged in an occupation which required less than a college degree. The family income was average or above for the student's home community.

A majority of the Marginal College Freshmen graduated from public high schools after following a college preparatory program. However, at the completion of the Special Summer Session only 64 percent had decided on a college major and, in a majority of the cases, the college major selected was education or business.

One quarter of the Marginal College Freshmen made use of the

TABLE 2

MEAN SCORES AND STANDARD DEVIATIONS FOR THE TOTAL SAMPLE, PERSISTORS, LEAVERS, AND THE NORMATIVE POPULATION FOR THE EDWARDS PERSONAL PREFERENCE SCHEDULE, THE SCHOLASTIC APTITUDE TEST, AND THE SURVEY OF STUDY HABITS AND ATTITUDES

	TOTAL SAMPLE		SUB-SAMPLES				NORMATIVE POPULATION	
			Persistors		Leavers			
Variables	M	SD	M	SD	M	SD	M	SD
Personality								
Achievement	47	28	47	28	45	28	54	31
Deference	49	30	48	28	50	36	51	30
Order	53	30	54	30	50	30	55	29
Exhibition	57	28	56	29	62	22	51	31
Autonomy	51	29	51	28	49	31	53	29
Affiliation	49	30	47	29	56	29	52	32
Intraception	48	27	47	27	51	27	50	35
Succorance	55	30	54	29	60	25	51	28
Dominance	32	25	33	25	29	23	52	34
Abasement	67	25	66	26	69	23	52	33
Nuturance	54	31	53	31	57	32	53	29
Change	58	38	57	29	60	24	51	29
Endurance	50	31	52	31	41	28	51	29
Heterosexuality	58	32	57	32	61	31	49	32
Aggression	60	27	60	26	60	29	49	29
Consistency Score	56	31	56	31	56	31	45	21
Aptitude								
Verbal	372	56	372	58	373	48	450	80
Mathematical	391	65	386	67	405	57	472	88
Study Habits and Attitudes								
Delay Avoidance	42	27	43	27	39	26	50	30
Work Methods	47	27	44	27	45	27	50	30
Study Habits	43	26	43	26	41	27	50	30
Teacher Approval	31	26	32	27	28	24	50	35
Educational Acceptance	32	24	32	24	30	25	50	35
Study Attitudes	29	23	30	23	27	24	50	35
Study Orientation	34	25	35	25	32	26	50	35

TABLE 3

TOTAL NUMBERS AND PERCENTAGES FOR TOTAL SAMPLE OF MARGINAL COLLEGE FRESHMEN AND SUB-SAMPLES PERSISTORS AND LEAVERS ON OCCUPATIONAL GROUPING FOR THE OCCUPATIONAL INTEREST SURVEY

Occupational Groupings[a]	Total Sample		Sub-samples			
			Persistors		Leavers	
	N	%	N	%	N	%
Professional, Technical and Managerial	123	75	96	76	7	73
Clerical and Sales	33	20	26	20	7	19
Services	4	2	2	2	2	5

a others omitted as they account for less than 3 percent of sample.

TABLE 4

TOTAL NUMBERS AND PERCENTAGES FOR THE TOTAL SAMPLE OF MARGINAL COLLEGE FRESHMEN AND SUB-SAMPLES, PERSISTORS AND LEAVERS ON THE COLLEGE MAJOR GROUPINGS OF THE KUPER OCCUPATIONAL INTEREST SURVEY

College Major Groupings	Total Sample		Sub-Samples			
			Persistors		Leavers	
	N	%	N	%	N	%
English	5	5	4	3	1	1
Science and Math	39	34	27	21	12	32
History and Social Science	18	11	16	13	2	5
Business	35	21	30	24	5	14
Architecture	37	23	26	20	11	30
Engineering	12	7	9	7	3	8
Psychology	6	4	5	4	1	3
Religious Education	12	7	10	8	2	5

tutorial service during the summer session (offered at no cost to the student). Furthermore, only one-half of the students consulted with their Academic Advisors and the Counseling Center staff. Generally, the supportive services provided by the University for the exclusive use of the Marginal College Freshmen were ill-used by this group.

The Program to Analyze Individual Differences provides an opportunity to view the Marginal College Freshmen by rearranging the individuals into sub-groups which tend to be more homogeneous on selected characteristics than the group as a whole. The aim is simply to call attention to some of the individual differences existing within the larger group of students. Here some interesting trends develop. Mean scores on the Edwards Personal Preference Schedule sub-scales indicate that the Marginal College Freshmen have a high mean Abasement score and low mean score in Dominance. Yet when clusters of the Marginal College Freshmen are formed on similar characteristics it is found that of the five clusters chosen for examination three do have high Abasement, one average, and one a low mean score of thirty-two. The normative population mean scores for the variable of Abasement is fifty-two. Similar findings appear with the variable of Dominance. Three of the five groups have low Dominance scores, one group is near the mean for the normative population, whereas one group has a high mean score of seventy-three. The normative population has a mean score of fifty-two for Dominance (See Table 5).

Studying the mean score of clusters formed on the Survey of Study Habits and Attitudes sub-scales, and the SAT - mathematical and verbal variables, the same phenomenon appears.

TABLE 5

CLUSTERS OF MARGINAL COLLEGE FRESHMEN FORMED USING THE FIRST VARIABLE SET IN THE PROGRAM TO ANALYZE INDIVIDUAL DIFFERENCES

Cluster		1	2	3	4	5	Total Sample	Normative Population
Variable								
Deference	M[a]	42	89	46	63	12	49	51
	SD	6	8	27	16	17	30	30
Affiliation	M[a]	51	46	70	17	81	49	52
	SD	20	16	21	3	12	30	32
Dominance	M[a]	10	22	20	73	45	32	52
	SD	7	15	17	19	13	25	34
Abasement	M[a]	80	53	86	32	61	67	51
	SD	12	22	12	14	91	25	33
Endurance	M[a]	71	80	22	80	14	50	51
	SD	9	15	18	17	14	31	29
SAT-M	M[b]	343	377	402	345	441	391	472
	SD	56	46	55	51	67	65	88
Number of cases		4	9	15	4	4	84	..
Sex Male		2	4	6	2	2	34	..
Female		2	5	9	2	2	50	..
Persistors		4	5	6	4	4	47	..
Leavers		0	4	9	0	0	37	..

[a]Presented in percentile scores. [b]Presented in standard scores

The results of the Cluster Analysis suggest that there is no one adequate description of the Marginal College Freshmen. When the groups of Marginal College Freshmen formed on similar characteristic are considered, these groups tend to be composed of students with mean scores near the mean for the total sample of Marginal College Freshmen. However, each cluster presents one or more mean scores which are above or below the mean for the total sample of Marginal College Freshmen. In this respect there may be one or more groups formed by the Program to Analyze Individual Differences which may be described as differeing from the mean for the total sample on a given variable.

Sub-Samples

Descriptive and comparative data indicate that both persistors and leavers have high Abasement and low Dominance scores and low scores on all of the study skill variables. When the populations are compared, the persistor sample has a somewhat higher Endurance score and the leaver sample a somewhat higher Affiliation score. The leaver has consistantly lower scores on all of the study skill variables, with the exception of Work Methods (See Table 2).

The Analysis of Variance computer program which is used to determine the variability between the persistor and leaver samples indicates that the variable of Endurance approaches the .05 level of significance in differentiating between samples. The variable of Endurance again appears in the Stepwise Regression Analysis as the variable which is most predictive of persistance in the University. Although Endurance can account for 2.2 percent of the variance

between persistors and leavers, as additional variables enter the equation, only 12 percent of the variance can be accounted for.

The Blitz computor program provides a cross tabulation and chi square test of independence for the persistors and leavers (See Table 3). This analysis indicates that the two populations are similar in their tested occupational interest (Professional, Technical, Managerial, and Clerical, Sales) and similar in tested College major choice (Science, Mathematics, Architecture, and Business).

Both populations expressed plans to return to Eastern Michigan University the following semester; neither population tended to use the tutorial service and neither tended to be employed during the Special Summer Session. At the .05 level of significance, the variables of Size of Family and Size of Home Town differentiated between persistors and leavers. Persistors came from larger families and larger communities. Other differences, though not significant, are that persistors tend to come from families in which the father and siblings have a college degree, and one in which the father is in a professional, semi-professional, or managerial occupation. The persistor reported that he studied more hours per day than the leaver.

The discriminant Analysis for two groups attempts to identify the variables which provide maximum differentiation between the two samples, persistors and leavers. The variables of Endurance, SAT - mathematics, Deference, Succorance, and Change will predict a leaver correctly in 73 percent of the cases. The variables of Endurance, SAT - mathematics, Deference, Succorance, Change, Intraception, and

Affiliation will predict a persistor correctly in 64 percent of the cases.

The Program to Analyze Individual Differences is run independently on persistors and leavers. This analysis tends to indicate that the persistor and leaver samples do not differ from one another but do generally differ from a normative population on some variables. Also the persistor and leaver samples are made up of groups of individuals with characteristics which are different than those of the group as a whole (See Tables 6 and 7).

The results of this analysis run on persistors and leavers in the sample of Marginal College Freshmen tends to indicate no differences between the sub-groups. Rather it reaffirms the findings reported earlier that the Sample of Marginal College Freshmen is composed of groups of students with different characteristics some of which are similar to the typical college freshman.

HYPOTHESIS BUILDING

A synthesis of the research and program analysis reveals that the Marginal College Freshmen are a special individualized population of students. Most delimiters characterize this group in a negative way as viewed from an educationally oriented society. Researchers and program planners have tended to treat the Marginal College Freshman, including persistors and leavers, as a group of students with a single set of characteristics, and programs are planned and executed based on the needs of the average Marginal College Freshman. Since no major differences are found to exist between the Marginal

TABLE 6

CLUSTERS OF LEAVERS FORMED USING THE FIRST VARIABLE SET IN THE PROGRAM TO ANALYZE INDIVIDUAL DIFFERENCES

Cluster		1	2	3	4	Total Sample	Normative Population
Variable							
Affiliation	M[a]	71	50	24	48	56	52
	SD	23	20	19	29	23	32
Dominance	M[a]	17	23	62	31	29	52
	SD	16	15	15	19	23	34
Abasement	M[a]	76	60	32	81	69	52
	SD	21	11	19	12	23	33
Endurance	M[a]	43	74	17	30	41	51
	SD	24	7	9	25	27	29
SAT-M	M[b]	428	361	396	391	405	472
	SD	57	28	29	57	57	88
Number of Cases		16	5	4	11	37	..
Sex	Male	8	1	0	3	12	..
	Female	8	4	4	8	25	..

[a]Presented in percentile scores
[b]Presented in standard scores

TABLE 7

CLUSTERS OF PERSISTORS FORMED USING THE FIRST VARIABLE SET IN THE PROGRAM TO ANALYZE INDIVIDUAL DIFFERENCES

Cluster		1	2	3	4	5	6	Total Sample	Normative Population
Variable									
Deference	M[a]	45	61	35	69	34	19	48	51
	SD	18	20	18	20	27	8	29	30
Affiliation	M[a]	82	60	55	14	76	55	47	52
	SD	12	21	23	11	15	16	29	32
Dominance	M[a]	41	18	15	33	18	43	33	52
	SD	11	14	10	11	13	11	25	34
Abasement	M[a]	69	95	83	53	70	86	66	52
	SD	12	4	20	8	9	14	26	33
Endurance	M[a]	12	30	66	88	51	26	52	51
	SD	8	23	29	14	20	17	31	29
SAT-M	M[b]	383	422	389	410	354	410	368	472
	SD	43	65	75	85	67	72	67	88
Number of Cases		5	11	11	5	5	5	80	..
Sex Male		2	6	6	1	1	1	30	..
Female		3	5	5	4	4	4	50	..

[a]Presented in percentile scores
[b]Presented in standard scores

College Freshmen who persists and those who leave college, program planning should not be based on the needs of the typical Marginal College Freshman but rather on the needs of groups of Marginal College Freshmen who exhibit sets of characteristics which may cause them to differ from the group as a whole.

The data presented in this investigation and the research reviewed suggest a number of hypotheses regarding the Marginal College Freshmen.

Hypothesis I

> The Marginal College Freshman differs from the typical college freshman.

Sub-hypothesis I

> The Marginal College Freshman has a low ability to understand and reason with mathematical symbols and use these in solving problems.

Sub-Hypothesis II

> The Marginal College Freshman has a low ability to understand relationships among words and ideas and to comprehend what is read.

Sub-hypothesis III

> The Marginal College Freshman is aware of his low aptitudes.

Sub-hypothesis IV

> The Marginal College Freshman has inappropriate Study attitudes.

Sub-hypothesis V

> The Marginal College Freshman has poorly developed study skills.

Sub-hypothesis VI

> The Marginal College Freshman has a low grade point average in high school.

Sub-hypothesis VII

The Marginal College Freshman has a low rank in his high school graduating class.

Hypothesis II

The Marginal College Freshman is similar to the typical college freshman in some respects.

Sub-hypothesis I

The Marginal College Freshman is similar to the typical college freshman in age.

Sub-hypothesis II

The Marginal College Freshman is similar to the typical college freshman in occupational interest.

Sub-hypothesis III

The Marginal College Freshman makes college major choices similar to those made by the typical college freshman.

Sub-hypothesis IV

The Marginal College Freshman, like the typical college freshman, tends to be a product of the public high school.

Sub-hypothesis V

The Marginal College Freshman, like the typical college freshman, tends to follow a college preparatory program in high school.

Hypothesis III

No major differences exist between the Marginal College Freshman who persists in college and those who leave college before graduation.

Sub-hypothesis I

The Marginal College Freshman is more influenced at home than by his peers. He is more likely to persist in college if he has parents or siblings who have earned a college degree.

Sub-hypothesis II

The Marginal College Freshman who has a father earning an average or above average income in the professional, semi-professional, or managerial occupations, is more likely to persist in college.

Hypothesis IV

There is no typical Marginal College Freshman rather within the sample of Marginal College Freshmen there are groups of students who have similar characteristics.

Sub-hypothesis I

Within the sample of Marginal College Freshmen there are large groups of students who feel guilty and accept blame when things go wrong and will give in to avoid a fight.

Sub-hypothesis II

Within the sample of Marginal College Freshmen there are large groups of students who can not make group decisions or take a leadership role.

Sub-hypothesis III

Within the sample of Marginal College Freshmen there are large groups of students who are aggressive and attack points of view that differ from their own, become angry, and blame others for things that go wrong.

Sub-hypothesis IV

Within the sample of Marginal College Freshmen there are large groups of students who have low achievement need and do not try to be successful or accomplish a given task.

Sub-hypothesis V

Within the sample of Marginal College Freshmen there are groups of students who have poorly developed social skills.

Sub-hypothesis VI

Within the sample of Marginal College Freshmen there are groups of students who have difficulty making individual decisions.

Sub-hypothesis VII

Within the sample of Marginal College Freshmen there are groups of students who have not made a college major choice.

Sub-hypothesis VIII

Within the sample of Marginal College Freshmen there are groups of students who do not know the role a college education will play in their future.

Sub-hypothesis IX

Within the sample of Marginal College Freshmen there are groups of students who do not make use of special programs offered by the college to assist them to succeed.

Hypothesis V

The similarity between the college environment and the student tends to increase the degree to which the college environment influences the student.

Sub-hypothesis I

Students who exhibit small discrepancies between themselves and the college environment change to become like it.

Sub-hypothesis II

Students who exhibit large discrepancies between themselves and the college environment are not substantially influenced by it and do not change to become like it.

PROGRAM MODEL

The concept for the proposed model is derived from a two-fold approach, that of a review of the relevant research, and an investigation of a sample of Marginal College Freshmen enrolled in a Special Summer Session Program at Eastern Michigan University. The basic purpose of the model is to provide a multidimensional program

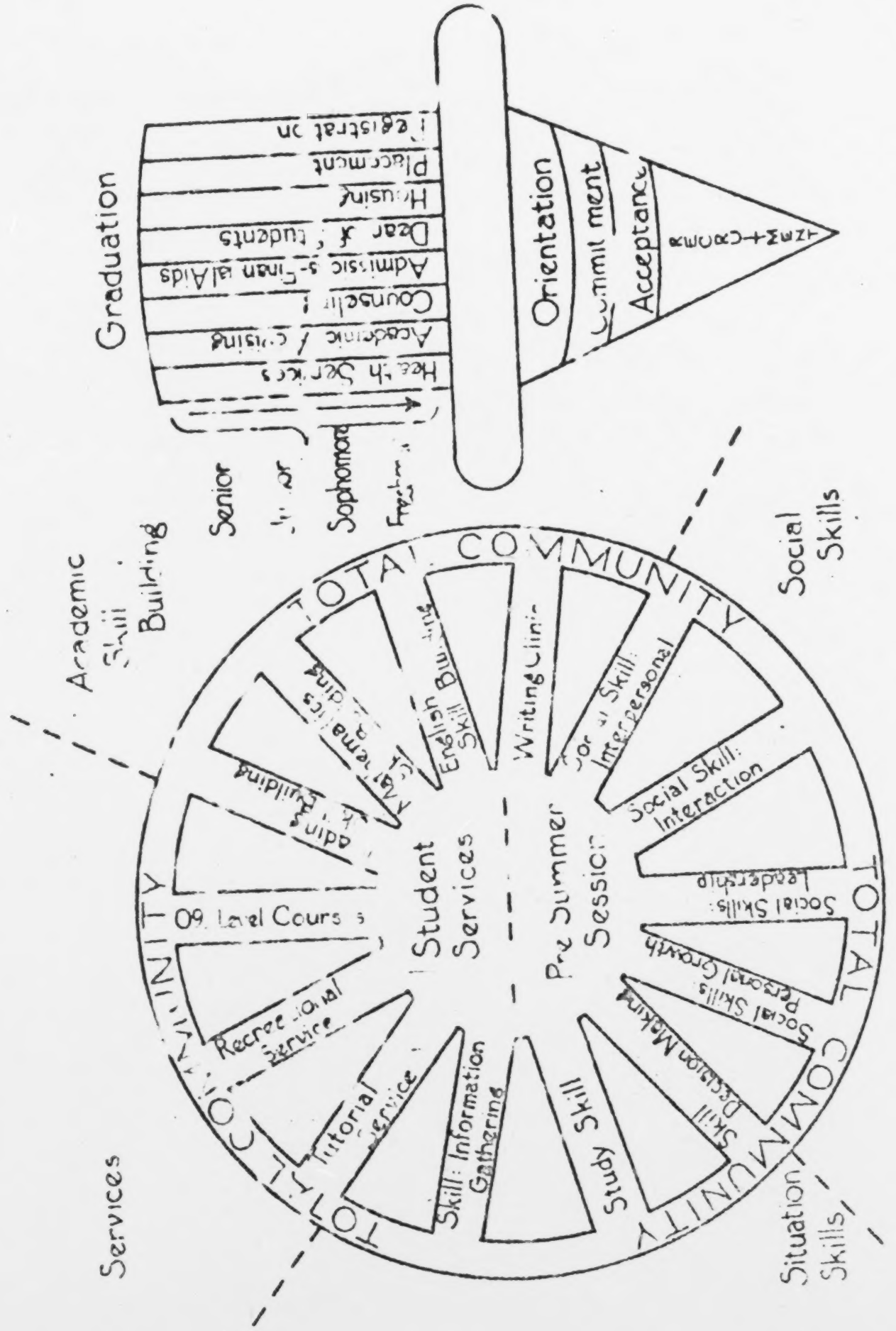
that will meet the needs of groups of students within the total sample and eliminate duplication by allowing individual selection based on tested need and personal interest.

Basic Structural Format

The structural format as pictured in Figure 1 is illustrative of a movement with its inception in identification of the student while in high school, continuing strong support through his total freshman year in college, and opportunities to return to the program in areas of individual need up to the time of leaving the college. There are four major dimensions included in this program: (1) the period which spans the time between the student's identification and his arrival for the Special Summer Session Program, (2) the period which spans the Special Summer Session, (3) the period which encompasses the freshman year on campus, and (4) the period which follows the freshman year and terminates with the student's graduation or otherwise leaving the college. This program would commence with a Special Summer Session which enables the student to begin his collegiate life when fewer students are on campus. Further, by completing course work during the summer the student would be able to carry a lighter academic load during the following regular semester.

Entry Program

Recruitment and planning for the Special Summer Session begins prior to the actual arrival of the students to the college campus. It begins when the college representative visits the high schools from which the Marginal College Students are likely to come. Here infor-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Graduation

mation can be elicited regarding the socio-economic, cultural and educational background, and special needs of the students who will be making application to the Special Summer Session. Early identification of these students is extremely important and can be made through high school counselors, teachers and administrators.

The college representative returns to the campus with the information pertinent to the development of programs that best meet the needs of the students most likely to be involved. Active attempts must be made to make the college environment more like the environment from which the students come. Programs must be planned that take advantage of the student's strengths and accommodate remediate areas that would hinder his success in college. Many such programs must be developed as the strengths of one group of Marginal College Freshmen may be the weaknesses of another group of Marginal College Freshmen.

The potential Special Summer Session student will make application for the Marginal College Freshman Program during his senior year in high school. He will be invited to the college campus to observe the college environment, become aware of the regulations of the college, be introduced to the special programs offered and to the academic courses open to him. General counseling and academic advising will be available at this time. During his visit to campus he will complete the college undergraduate application for the Special Summer Session Program, and take part in the special testing necessary for entrance to the program.

The entry program serves many purposes in meeting the needs of the Marginal College Freshman. The recruitment phase of the program will allow for the counseling of students to help them choose

institutions in which they have a greater hope of success. Research tends to indicate that students who are more like the college environment that they choose have a greater chance of success. Students whose needs can not be met or who are very different from the institution conducting the special summer program, could be counseled to attend institutions of higher learning that can better meet their needs and where their chance of success would be improved. Information obtained during the recruitment phase is to be used in planning for the prospective Marginal College Freshmen. Colloges tend to be oriented to middle class students. This focus jeopardizes the chances of success for the student from lower socio-economic groups. Information obtained concerning the prospective Marginal College Freshman enables the college to plan its programs so that it becomes more like the student and thus better meets his specific needs. A preacceptance visit to the college campus will enable the prospective student to observe the campus and to determine how well it meets his needs. He can then make the decision to attend based on first hand observation of the college environment.

Acceptance. The number of students accepted into the Special Summer Session Program must be determined by the availability of staff and funds and the commitment of the college community, both faculty and administration, to the students in the program. A student's acceptance into the program will be based upon his eligibility and also on the ability of the institution to meet his special needs.

With his letter of acceptance the Marginal College Freshman will receive the college catalogue and a list of courses from which he can choose. At this time he is invited to an orientation program that

that begins just prior to the summer session.

Commitment. Commitment plays a key role in a program of this nature; it must be made by both parties. Upon his arrival to the campus the Marginal College Freshman receives the college's commitment to assist him. At this time he will be introduced to the services available and the programs provided for him. The student will make a commitment to the college and to fellow students to participate actively in the college experience.

The results of this investigation indicate that commitment on th part of the student and the college may be the most significant aspect of the program. The variable of Endurance, or the ability to undertake a task and see it through to completion, is related to persistance in the sample of Marginal College Freshmen. This persistance may be greatly enhanced by a public commitment by all persons involved in the program.

Student Affairs

The cylindar that includes the Student Affairs Division extends from the freshman through the senior year. Its services are available to all students. It is also the pathway which a student may travel to return to the special programs should he feel the need for supportive services at any time during his college career.

The Student Affairs Division is very much involved in the education of the student. The supportive services provided by the personnel of this division will play a prime role in the ultimate success of the student in college. The services offered by this division are an integral part of the academic community. The skills

learned through the supportive programs permeate all areas of the college community as the student travels the pathway to academic success.

The total success of the student in college requires close co-operation between, and integration of, the faculties of the academic departments and the members of the Student Affairs Division. The college student lives in a total environment, only a small portion of which is related to academic achievement. The total college environment must be considered and this requires close liaison between all members of the college community.

Total Community

The development of the total community actually begins during the orientation period. The community consists of all students, faculty and administrators involved in the Special Summer Session Program. It is through the total community that commitments are made by the college and the student. Through trial and error selection the total community will be sub-divided into smaller permanent and workable clusters which will consist of students, faculty and administration membership. This cluster will be a home for the student throughout his freshman year in college, meeting regularly throughout the freshman year, sharing concerns, exchanging ideas, and consulting with others.

The total involvement of the Student Affairs Division in the developmental program for Marginal College Freshmen has a two-fold purpose. The first is to make all areas of the division aware of this particular population and its special needs. This understanding

provides a vehicle by which the division can make changes that are necessary to meet the needs of the Special Summer Session student population. A second purpose of Student Affairs involvement is that it provides the Marginal College Freshman with a first hand view of all of the services offered to him by the staff of the University. When a student is introduced to and made aware of the services available to him he is more likely to take advantage of them.

Special Programs

The special programs are the spokes of the model. These spokes can be added to or removed as the needs of the Marginal College Freshmen change. Participation in the special programs is highly encouraged. A student is counseled based on his expressed needs and interests as well as his tested interests and aptitudes, and then is free to elect supportive programs within the special program. These programs are available both during the Special Summer Session and throughout the academic year, and are open to all students who express an interest during the academic year.

The purpose of a flexible program is to eliminate permanency and to provide for change in the program as the need for it is exhibited by the incoming Marginal College Freshmen population. This flexible program provides for evaluation of the incoming population each year with the program remaining viable and developmental so as to meet the needs of each population of Marginal College Freshmen. By not requiring that the Marginal College Freshmen take certain special programs, rather, leaving selection to the student, a greater opportunity to develop commitment on the part of the student is provided.

If a student is made aware of his tested needs, and if he is encouraged to discuss his needs and interests in terms of this awareness, he will select programs which meet his special needs. He will then be more likely to take advantage of the programs which he selects.

The special programs will be grouped into four main divisions. The first division, academic skill building, includes such programs as a reading clinic, a writing clinic and a mathematics clinic, as well as supportive services in course areas generally open to students during their first year in college. Such activities supplement the regular credit courses in each area and in some cases would be offered for academic credit, possibly on a pass-fail basis.

The academic skill building division of the special program is based largely on the low test results in the verbal and mathematical aptitude sub-tests of the Scholastic Aptitude Test. A further indication of need in the areas of academic skill building are the low high school grade point index, and the low rank in his high school graduating class that characterize the Marginal College Freshman. The foregoing would indicate a need for support in other academic areas such as science and the social sciences.

A second division would include social skill building; such programs as leadership development, personal growth, and interpersonal groups are included here. The programs of this division would offer the student opportunities to learn and practice new behaviors and to develop adequate social skills and other coping behaviors necessary to meet the needs of the new college environment.

The purpose of the social skill building division of the special program is based on the tested personality results of the Marginal

College Freshmen. Leadership development groups are suggested by the low tested leadership ability of some Marginal College Freshmen and their lack of ability to become involved in group decision making. Personal growth groups are based on the student's personality change needs. The Marginal College Freshmen tend to need help in forming new friendships, understanding the behavior and motives of others, trying to be successful, and receiving and following instructions. Many personality needs, even opposing ones, can be dealt with in the personal growth groups. Interpersonal groups are similar to personal growth groups and may deal with similar needs; however, the focus would be on action between two persons or groups of persons. The advantage of the social skill building program is that it offers an opportunity for the student to learn new behaviors and skills and also provides the opportunity to test them in a non-threatening environment.

The third division is that of situational skill building. This area would include such activities as study skill building, information gathering, diagnosis, planning, and decision making. These programs would include basic skills applicable to all academic areas and some useful in the student's non-academic activities.

The purpose of the situational skill building division of the special program is to provide the Marginal College Freshman with an opportunity to learn skills that will help him in the classroom. Results of the Survey of Study Habits and Attitudes indicate that Marginal College Freshmen have poor study habits and inappropriate attitudes toward study. Low scores on the Work Methods sub-scale of the Survey of Study Habits and Attitudes indicate a need for help

in information gathering. Further, a low score on the Delay Avoidance sub-scale of this instrument coupled with a low Order score on the Edwards Personal Preference Schedule indicates a need for assistance in planning, while a low Dominance score on the Edwards Personal Preference Schedule indicates a need for help in decision making.

A fourth division would include special services. This area would include such services as 099 level courses for students who are inadequately prepared to take credit courses in a given academic area. Here the student would be given basic pre-college preparation that would equip him to enroll in college credit courses upon satisfactory completion of the 099 sequence. Tutorial services would also be included in this area. Upperclassmen who are well prepared in the various academic areas would be employed as tutors. These tutors would be available for all courses that the Marginal College Freshmen are allowed to elect during the Special Summer Session and in selected courses throughout the academic year. Social activities will also be included in the special services division.

The low test scores of the Marginal College Freshmen on the verbal and mathematical sub-tests of the Scholastic Aptitude Test, their low grade point index, and their low rank in their high school graduating class, indicate a need for non-credit courses in those areas where the student is inadequately prepared to take courses for credit, even with supportive assistance. Courses offered in this division would be based on the needs of the Marginal College Freshmen. Tutorial services, utilizing undergraduate and graduate students, would also be instituted in this area to provide further support for the inadequately prepared student. Tutors would be available in both

non-credit and credit courses. The tutors, being fellow students, would help to bring the Marginal College Freshmen and the college environment into closer contact. Moreover, research reviewed indicates that the ill-prepared student from lower socio-economic backgrounds often tend to be distrustful of adults and will turn to peers for assistance.

Social activities included in this area would be planned to help the student become familiar with and adjust to the college environment. If the Marginal College Freshman can make friends with fellow students, research would indicate that his chances for success within the University are increased.

To eliminate duplication of effort special programs must work in conjunction with existing programs. The program could include other special groups of students who would have need of any of the programs offered.

In summary, the model is composed of four sections. The entry cone conducts the student from high school to college. It is a vehicle that provides the college with an in-depth understanding of the student's special needs. Further an opportunity is provided for the prospective student to develop an understanding of the College that he plans to attend. The Student Affairs cylindar includes all of the areas that assist the student through his years in college. The Student Affairs subdivisions work together to offer special assistance to the Marginal College Freshmen. The rim of the wheel in the model is the total community and includes all those involved in the special summer session: students, faculty and administrators.

This area will provide a home base for the Marginal College Freshman throughout the total academic year. The spokes of the wheel are the special programs offered to meet the needs of clusters of Marginal College Freshmen. Based on expressed needs and interests as well as tested interests and aptitudes the student will select programs that will best assist him to be successful in college.